DOCUMENT RESUME

ED 242 140 EC 162 110

TITLE	Program Evaluation: A Sample Plan for Select Community-Based Career Education Programs. Project CAST.
INSTITUTION	Charles County Board of Education, La Plata, MD. Office of Special Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE	[81]
GRANT	G007804955
NOTE	54p.; For related documents, see EC 162 109-117. Title on front cover of document reads, "A Sample Program Evaluation Plan."
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Career Education; *Community Resources; Formative Evaluation; *Mild Disabilities; *Program Evaluation; Secondary Education; Summative Evaluation
IDENTIFIERS	*Project Community and School Together

ABSTRACT

The booklet describes the conceptual approach and operation of the evaluation plan used by Project CAST (Community and School Together), a community-ased career education program for handicapped students. Three levels of evaluation are proposed for providing data for both formative and summative evaluation; these levels are: (1) effort evaluation, (2) performance evaluation, and (3) outcome evaluation. Sample evaluation strategies described include summative evaluation of student outcomes, such as acquisition of life skills and basic skills; summative evaluation of the impact of other program activities on the community (specifically the resource persons and parents); and formative evaluation of program process objectives. The booklet concludes with sample instruments, including the interview protocol and questionnaires for resource persons, the parent opinion survey, and the student survey and interview protocol. (CL)

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a sample program evaluation plan

Project CAST..... Office of Special Education
Charles County Board of Education
La Plata, Maryland

EC 170110

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Program Evaluation:

a sample plan for select

community-based career

education programs.

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Program Evaluation

BARBARA J. DIEP, Project Director
PHIL WELSH, Consultant
CONNIE RAWLINGS, Typist

Project CAST

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INTRODUCTION

The evaluation of a novel demonstration program, such as Project CAST, is needed for both operational and dissemination purposes. From an operational viewpoint, it is important that program planners, administrators, and line staff have access to information that indexes the extent which an intervention is achieving anticipated outcomes. The timing of the acquisition of such information can be critical to the success of a project. Of course, certain outcomes require specific time frames over which they must be measured. Many student outcome objectives fall into this category. However, other program objectives can be assessed without such temporal restrictions. Enabling (or process) objectives generally can be examined at any time after the operations relating to their accomplishment have been initiated.

A major thrust of this document is related to the distinction made regarding outcome and process objectives. An evaluation that is geared exclusively to the evaluation of outcome objectives is less useful than one that encompasses both outcomes and processes. This is particularly true when an organization is attempting to implement a program which differs radically and significantly from previous efforts with a particular population. In such cases, it is not appropriate to wait for an extended period of time (e.g., one or two years) to

collect data that relates only to outcomes. The danger in such a strategy rests in the fact that inadequate or inappropriate operational procedures (i.e., enablers) go undetected. Thus, it would be possible for a program to operate for an extended period of time only to discover, after the fact, that desired outcomes were not achieved. Had the processes used to achieve outcomes been assessed during their implementation, corrective actions could have been taken that would have enhanced the probability of success, or if appropriate, outcome objectives (based on natural, pragmatic and relevant judgements) could have been revised.

The major point being made is that the function of evaluation is to optimize the probability of program success. It behooves program implementors to provide for continuous assessment of activities. Often it is difficult for those intimately engaged in design, development and implementation activities to view these efforts in a detached, dispassionate manner; therefore, it may be beneficial for the program to provide for comprehensive evaluation services that are external to the project. These services may come from within the system if quality resources are available or be provided by organizations external to the system.

This introductory discussion has focused on operational considerations. Evaluation activities are also important for dissemination purposes. Adopters

of a program should be provided information regarding the conditions under which the intervention was made in addition to information related to outcomes. Such "treatment conditon" information is available if process as well as outcome evaluation has occurred. The potential adopter can be provided with documentation related to potential problem areas and critical operational and administrative issues.

The next section presents the conceptual approach to evaluation that was used by Project CAST. It is not offered as the only approach, merely one that was found useful in addressing both outcome and process evaluation.

EVALUATION PLAN

The evaluation plan for this project derived its conceptual basis from the works of both Michael Scriven and Phillip Suchman. These individuals articulated the concepts of formative versus summative evaluation (Michael Scriven) and levels of evaluation (Phillip Suchman).

Formative evaluation, in general, is concerned with the processes that enable the achievement of program goals. The refinement of curriculum materials, the methods used to communicate program intent to parents, and the planning of dissemination/outreach conferences are all examples of events that are evaluated formatively. Summative evaluation, in general, is concerned with assessing the achievement (or extent of achievement) of program outcomes or impact. Student learning outcomes, parental and/or resource person attitudes, and the number of participants at outreach conferences are examples of the types of phenomena that involve summative evaluation.

Formative evaluation can be thought of as a guidance mechanism which allows for "in-course" corrections. By providing a continuous examination, description, and assessment of on-going project activities, information is made available to decision-makers which allows them to insure project success.

Within the context of the formative-summative model, Suchman's "levels of evaluation" concept applies. The concept of "levels of evaluation" provides program planners a framework within which they can examine and assess program phases both singularly and interactively. Three (3) interdependent levels of evaluation are proposed that will provide data capable of satisfying both formative and summative objectives. The three levels are: (1) effort evaluation, (2) performance evaluation, and (3) outcome evaluation.

EFFORT EVALUATION

The objects of investigation here are those which establish, activate, and maintain a program. Effort evaluation has two major goals. The first is to describe the conditions under which various activities are performed. Planning, staff selection, preservice training, selection of materials, and scheduling are examples of activities that must be described. The second goal is to assess the quality of these activities using both historical and consequent data. To summarize briefly, effort evaluation attempts to specify the mechanics and nature of treatments.

PERFORMANCE EVALUATION

Performance evaluation is concerned with the description and measurement of instrumental program forces. The objects of investigation can be defined as program behaviors. In one sense, performance evaluation can be thought of as an

extension and refinement of effort evaluation in that it represents a more rigorous specification of treatment conditions. Whereas effort evaluation attempts to get at what was done (and why), performance evaluation addresses itself to the issues of how and when (i.e., how much). Whenever possible, performance evaluation attempts to quantify the independent variable (treatment conditions) of a program. The range of instructional procedures employed, the distribution of material usage, and teacher/student interactions are examples of factors perceived to be relevant for performance evaluation. A major goal of performance evaluation is the explication of a range of potential causal factors that can be related to outcomes. In addition, data on these factors may provide useful insights for long-range program planning independent of the cause-and-effect relationships obtained.

OUTCOME EVALUATION

Outcome evaluation is concerned with the description and measurement of specific objectives and target population behaviors. The primary concern is the specification (quantitative when possible) of the status of the relevant dependent variables. Student gains and other student behavior are examples of outcome evaluation factors.

SAMPLE EVALUATION STRATEGIES

This section discusses the specific procedures that were used for Project CAST and can be used to provide the necessary evaluative information for other similar career education programs. Both formative and summative evaluation procedures are provided.

SUMMATIVE EVALUATION (OF STUDENT OUTCOMES)

The evaluation of Project CAST student outcomes is based on six (6) major questions:

1. How well do handicapped students deal with activities at experience sites?

2. Do students acquire specific knowledge and opinions/attitudes about their career goals as a function of Project CAST experiences?

3. Do students acquire life skills?

4. Will normative growth in basic skills (academics) be maintained?

5. What are student attitudes/opinions regarding their participation in Project CAST?

6. Do students acquire salable skills?

The specific methodology that has been used by Project CAST for obtaining the answers to these questions follows.

Student Site Functioning

Five measures have been used to determine the extent to which students were able to function at experience sites. At the end of each site placement the resource person, the learning coordinator, and the student complete evaluation forms which rate student behavior and performance along a variety of dimensions. A fourth documented measure is a resource person questionnaire. This instrument provides overall attitude and opinion information regarding Project CAST. Finally, interviews were conducted with a sample of all involved parties (i.e., resource person, learning coordinator, student) regarding experience site activities.

Acquisition of Career Goal Knowledge, Opinions and Attitudes

Two means were used to acquire information relating to this question. A student questionnaire/interview instrument was developed. This instrument is designed so as to obtain data relating to student perceptions and motivations. The second data source pertaining to this issue is the Individual Education Plan. The career education objectives found therein were examined in terms of the extent to

which they were achieved by the students.

Acquisition of Life Skills

As with the previous question, the Individual Education Plan is a major data source in assessing student outcomes. Life skills objectives (particularly those derived from the curriculum developed by Project CAST staff) were reviewed in terms of extent of achievement. A second data source is the Social and Prevocational Information Battery (SPIB). This instrument was administered on a pre-test - post-test basis.

Basic Skill Achievement

Three data sources will be used to collect information regarding basic skill and academic achievement. The Woodcock-Johnson Psychoeducational Battery was administered on a pre-test - post-test basis. This instrument provides information in reading, mathematics, written language, knowledge, and skills. A second data source is the student's Individual Education Plan. The academic objectives were examined in terms of extent of achievement.

Student Attitudes/Opinions Regarding Project CAST

In order to determine student perceptions of the program, a questionnaire has been developed. This questionnaire can be administered in written or oral form. These data were augmented with student interviews which were conducted on a sample of students.

Acquisition of Skills by Phase IV Students

A major goal for Phase IV students is to receive on the job training so that the student has the skills for entry level employment in a self-selected occupation. Data regarding attainment of this objective was gathered through interviews with employers. In addition, specific student achievements (e.g., job offers, technical school enrollments, etc.) were collected as data to report. The student's Individual Education Plan objectives which are related to career training were also examined.

SUMMATIVE EVALUATION (OF OTHER PROGRAM ACTIVITIES)

In addition to student outcomes, a second major outcome area involves the impact the program has on the community. This evaluation focuses on two subgroups of the community: the experience site personnel (resource persons) and parents. The opinions and attitudes of these groups regarding the operation of Project CAST and its value to students are the key issues. In order to determine these opinions and attitudes, separate questionnaires were developed and administered to the targeted groups.

The evaluation questions are important as they reflect the key summative issues. That is, what

effect has the program had on students in terms of the program objectives, and what effect has the program had on the community? In addition to the summative issues, there are key formative issues related to processes (i.e., effort and performance evaluation) that must be answered.

FORMATIVE EVALUATION OF THE PILOT SEMESTER

The formative evaluation procedures to be carried out focus on the process objectives identified by the project. The following strategies can be used to obtain the needed information:

1. Student case studies
2. Project - specific criterion - referenced instruments
3. Survey questionnaires
4. On-site visitations to project and employer sites
5. Structured interview sessions with project staff, local school staff, employers, students, parents, and representatives from the community
6. Analysis of project documentation
7. Review of key project products - such as, student learning outcome objectives
8. Advisory Council review

SAMPLE FORMATIVE EVALUATION STRATEGIES

The following are sample evaluation designs for selected process objectives:

Sample Strategy # 1

Process Objective	Adapt and modify materials and techniques for use with handicapped secondary students .
Evaluation Purpose	The evaluator provides formative assistance by reviewing the key project activities for this objective - Student Learning Outcome Objectives, Service Delivery Techniques adapted for use with handicapped students, and other student activities.
Evaluation Instrument	Jointly developed checklist
Data Source and Time of Administration	Completed checklists as materials and techniques are adapted or modified .

Criteria of Success	Review the student learner outcome objectives and adapted delivery techniques for: (1) comprehensiveness of curriculum areas (2) relevance to current working conditions (3) appropriateness to the target population (4) comprehensiveness of student career development needs (5) ability of objectives to be measured
Reporting	The results will be reported to the project personnel with recommendations for revision or approval.

Sample Strategy # 2

Process Objective	Provide students with individualized instructional plans that

	include career education concepts infused into their academic instructional objectives.
Evaluation Purpose	The evaluator will analyze the Individual Instructional plans that include career education concepts infused into the academic instructional objectives.
Evaluation Instruments	Jointly developed Review Checklists and Content Analysis Chart
Data Source and Time of Administration	All student Individual Education Plans will be analyzed.
Criteria of Success	Student's Individual Education Plans should illustrate: (1) career education concepts infused with basic skills development (2) work experience related activities infused with basic skills development

	(3) good educational planning (4) EBCE delivery techniques
Reporting	The results of the checklists will be reported to project personnel and indicate if the existing strategies will meet established objectives of the program.

Sample Strategy # 3

Process Objective	Provide students with career explorations at work experience sites and at least one indepth career exploration in an occupation of their own choosing.
Evaluation Purpose	The evaluator will analyze student work relating to work site experiences - student journals, student assessments of the experiences, employer evaluations, student attendance records, etc. - to determine

	the kinds of activities performed by students and the reaction of students to the project.
Evaluation Instruments	Student case studies, interviews with students, parents, and staff, survey questionnaires, analysis of documentation.
Data Source and Time of Administration	Student interviews and document review will be conducted throughout the project year. Parent interviews and survey questionnaires will be administered near the end of each semester.
Criteria of Success	Responses to the student case studies checklist and content analysis charts should indicate: (1) variety of activities student performed in school, (2) variety of activities student performed on site, (3) the infusion of career education

concepts with basic skill development, and

(4) the interrelatedness of individualized instructional plan and work experience.

Responses to survey questionnaires and interviews should indicate:

(1) positive attitudes of students, parents, and project staff to EBCE project,

(2) an understanding by staff to the value of work experiences for handicapped students, and

(3) an understanding by students of the value of work experience.

The results of the student case studies, content analysis, and survey questionnaires will be reported to the project personnel periodically. These results should indicate

	the effectiveness of project activities as critiqued by staff, employers, and students.

Sample Strategy # 4

Process Objective	Provide local employers with the experience of working in a structured work experience program with handicapped students.
Evaluation Purpose	The evaluator will analyze employer reaction to the program.
Evaluation Purpose	Evaluator-developed survey questionnaire
Criteria of Success	Results from the survey questionnaires should indicate that employers: (1) view the project as beneficial to them as employers, (2) view the project as a valuable method for teaching handicapped

	students about current work situations, and (3) view the project as a successful way to bring the world of work and the world of education together.
Reporting	The results from the survey questionnaires and employer evaluation forms will be reported to project personnel. These results should indicate the reaction of employers to the project and the need for alternative strategies for employers and students.

sample instruments

INTERVIEW PROTOCOL - RESOURCE PERSON

Key areas:

1. Apprehensions vis-a-vis "handicapped"
2. Student site functioning:
    a. evidence of attitudes
    b. evidence of maturity
    c. evidence of interest
3. Were there any students you worked with who you feel would be unable to function at a site on a permanent basis? (Probe why, what characteristics, etc.)
4. Did you get enough information about student prior to his/her arrival? (Probe more information, different information)
5. Staff behavior

RESOURCE PERSON QUESTIONNAIRE

This questionnaire gives you a chance to express your feelings about the Project CAST program. The questionnaire consists of a series of questions. There are no right or wrong answers. Your thoughts and feelings are the important things in this questionnaire. The answers you give will help determine how well the program is doing. These answers will also help improve the program in future years.

Thank you for taking the time to fill out this questionnaire.

RESOURCE PERSON QUESTIONNAIRE

NAME OF RESOURCE PERSON _____

TITLE OF RESOURCE PERSON _____

NAME OF COMPANY _____

ADDRESS OF COMPANY _____

_____

TELEPHONE NUMBER _____

The Project CAST program has many types of activities in which a community member can participate. Please ( ) check the activities in which you have participated during the 1980-1981 school year.

_____ sponsored a field trip

_____ presented as a guest speaker

_____ sponsored a one day job shadowing (a student spent one day observing my job)

_____ sponsored a student spending four (4) weeks in observing and trying out my job

_____ sponsored a student working at my site for pay (for over 4 weeks and up to one year in duration)

1. [If you were a guest speaker only, do not answer this question, proceed to question # 2.]

When the student was at your site, approximately how many hours did you spend with him/her?

Number of hours per day _____

2. Which of the following activities do you (or others in your organization) provide for the CAST students?

	yes	no
a. do you talk about job opportunities	____	____
b. do you talk about the student's personal problems	____	____
c. do you talk about activities at your site [If you were a guest speaker only, do not complete (d) - (g).]	____	____
d. do you evaluate individual student's performance at your site	____	____
e. do you supervise students in performing specific job-related tasks at your site	____	____
f. do you ever help the students in academic skills (e.g., arithmetic skills, reading, measuring, etc.) related to the job	____	____
g. do you ever help the student to develop skills in dealing with people	____	____

3. [If you were a guest speaker only, do not complete this question, proceed to question # 4.]

How do students spend their time at your site? Indicate the approximate time most appropriate.

	great deal	often	seldom
a. observing site activities	____	____	____
b. actively performing site activities	____	____	____
c. talking with me	____	____	____
d. talking with other site personnel	____	____	____
e. other (specify) _____	____	____	____

3. How do students spend their time at your site? Indicate the approximate time most appropriate.

	Great deal	Often	Seldom
Observing site activities	____	____	____
Actively performing site activities	____	____	____
Talking with me	____	____	____
Talking with other site personnel	____	____	____
Other (specify) _____	____	____	____

4. How did you become involved with the Project CAST program: Check appropriate response(s).

_____ CAST personnel contacted me about the program.

_____ A student talked to me about the program.

_____ Another employer talked to me about the program.

_____ Company personnel talked to me about the program.

_____ Other (specify) _____

5. Did the Project CAST Program Coordinator provide you with enough information to help you to direct student activities at your site?

_____ Yes _____ No

If you answered no, what information would have been helpful?

_____

6. Did the CAST teacher provide you with enough information to help you direct student activities at your site?

_____ Yes _____ No

If you answered no, what information would have been helpful?

_____

7. Would you recommend to another person (potential employer or resource person) that he/ she also become involved with Project CAST?

_____ Yes _____ No _____ Why? _____

_____

8. To what extent has the Project CAST program had an impact on the following items?

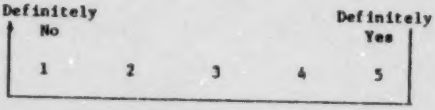
	How Much Impact			
	No Impact	Some Impact	Much Impact	Don't Know
A. Quality of work performed by regular employees	_____	_____	_____	_____
B. Amount of work performed by regular employees	_____	_____	_____	_____
C. Company training practices	_____	_____	_____	_____
D. List other possible impacts and indicate extent of impact	_____			

_____

_____

_____

9. In general, do you think the Project CAST students you have worked with are really interested in your job site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).



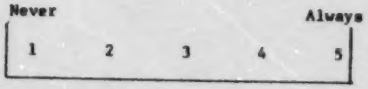
10. How have employees at your site reacted to participation in the Project CAST program? Check one.

_____ Positive reaction
_____ Negative reaction
_____ Mixed reaction
_____ No reaction
_____ Not applicable
_____ Don't know

11. In what ways (if any) have the employees at your site benefited? Check appropriate response(s).

_____ They haven't benefited
_____ Increased their awareness of handicapped youth.
_____ Motivated the regular employees to further training.
_____ Reduced their workload.
_____ Increased interest in their own work.
_____ I don't know
_____ Other (please specify) _____

12. Do you receive adequate feedback about the effectiveness of your work with the students?



13. Do you believe that your communication with Project CAST staff during the year has been adequate?

_____ Yes _____ No Explain _____

_____

_____

14. To what extent have you had to make changes in your normal work habits to accommodate the students?

Seldom		Often		Always
1	2	3	4	5

Specify: _____

_____

_____

15. To what extent does working with students interfere in any way with getting your job done?

Seldom		Often		Always
1	2	3	4	5

16. To what extent are you willing to work with students next year?

Not at All		Moderately		Completely
1	2	3	4	5

17. Do you plan to continue participating in the Project CAST program?

Yes _____ No _____ Don't Know _____

Why? _____

_____

_____

18. What do you think are the greatest strengths of the Project CAST program?

_____

_____

_____

19. What do you think are the greatest weaknesses of the Project CAST program?

_____

_____

_____

20. What other comments or recommendations about the Project CAST program would you like to make?

_____

_____

_____

parent

PARENT OPINION SURVEY

This survey gives you a chance to express your feelings about the Project CAST program. The survey consists of a series of questions. There are not right or wrong answers. Your thoughts and feelings are the important things in this survey. The answers you give will help determine how well the program is doing. These answers will also help improve the program in future years.

Thank you for taking the time to fill out this survey.

PARENT OPINION SURVEY

1. How well does the Project CAST program compare overall with the past school experiences of your daughter or son?

   Much better _____
   Somewhat better _____
   About the same _____
   Somewhat worse _____
   Much worse _____

2. If you had it to do over again, would you want your daughter or son to participate in the Project CAST program?

   Definitely yes _____
   I don't know _____
   Definitely no _____

3. How well do you think your daughter or son likes the Project CAST program compared with past school experiences?

   Likes it much better _____
   Likes it a little more _____
   About the same _____
   Dislikes it somewhat _____
   Dislikes it a lot _____

4. Do you feel you have received enough information about your child's progress in the Project CAST Program?

   Have received enough information _____

Have received information but need more _____

Have received very little information _____

Have received no information _____

5. In comparison with past school experiences, how much opportunity did the Project CAST Program provide your daughter or son for learning about occupations?

Much more _____

A little more _____

About the same _____

A little less _____

Much less _____

6. Do you think the Project CAST Program has helped your child to form job or career plans?

Helped a lot _____

Helped somewhat _____

I don't know _____

Has not helped at all _____

7. In comparison with past experiences in school, how motivated is your daughter or son to learn in the Project CAST Program?

Much more motivated _____

Somewhat more motivated _____

About the same _____

Somewhat less motivated _____

Much less motivated _____

8. How often does your daughter or son talk to you about what's going on in the Project CAST Program?

Almost daily _____

Often _____

Sometimes _____

Almost never _____

Never _____

9. How often have you had any contact with your child's teacher (or teachers) or other Project CAST staff members?

Very frequently _____

Often _____

Sometimes _____

Almost Never _____

Never _____

10. What do you think of the job plans of your son or daughter?

There aren't any firm plans yet. _____

The plans should be changed. _____

The plans seem to be good. _____

We haven't really had a chance to discuss the plans. _____

11. What do you think your daughter or son will be doing a year after high school?

Working _____

Attending a job training program _____

Attending a community college or college _____

Going to a business or trade school _____

Military _____

Other (please specify) _____

For the last five questions in this survey you are being asked to write your answers rather than to select from a list of possible answers. After reading a question, please write in your answer in the space provided. If you need more space, feel free to write on the back of this paper. Thank you for your cooperation.

12. How did you first hear about the Project CAST Program?

_____

_____

13. What changes for the better have you noticed in your daughter or son that might be a result of participation in the Project CAST Program?

_____

_____

14. What changes for the worse have you noticed in your daughter or son that might be a result of participation in the Project CAST Program?

_____

_____

15. What do you think are the greatest strengths of the Project CAST Program?

_____

_____

16. What do you think are the greatest weaknesses of the Project CAST Program?

_____

_____

Thank you again for your cooperation.

student

INTERVIEW PROTOCOL FOR PHASE I STUDENTS
GROUP INTERVIEW

Responses will be obtained to questions that get at the following issues:

1. Awareness of the many occupations that exist within the community
2. Awareness of jobs that interested the student
3. Awareness of jobs which did not capture their interest
4. Aspects of jobs they liked. Specific probes will be made to get at factors, such as:
   a. people
   b. nature of work
   c. self perceptions of maturity, responsibility
   d. knowledge of job related tasks
5. Student aspirations that stemmed from Phase I experiences
6. Attitudes toward CAST. Probes regarding:
   a. comparison with previous school experience
   b. staff
   c. worthiness/value (e.g., would you recommend CAST to a friend)

PROJECT CAST

SAMPLE OF STUDENT SURVEY

PHASE I

1. During the school year you visited different sites and heard various guest speakers from the community. Name five jobs available in your community.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. Please name two jobs that were of the most interest to you, from the different sites you visited or heard about.

   1. _____

   2. _____

3. For each of the jobs names above please name a task that someone performed.

   1. _____

   2. _____

4. Please name the two jobs that were of least interest to you from the different sites you visited or heard about.

   1. _____

   2. _____

5. For each job named above please tell what you did not like about the job.

   1. _____

   2. _____

6. Name one job that you would like to shadow next year.

   1. _____

NAME _____

SCHOOL _____

DATE _____

BECAUSE OF PROJECT CAST:

	Not at all	A little bit	Pretty much	Very much
1. The program has helped me feel like going to school more than I used to.	___	___	___	___
2. The program showed me more about the world of work than my other school experiences did.	___	___	___	___
3. The program was worthwhile and worth the time involved.	___	___	___	___
4. Since I've been in the program, I talk with my parents about what kind of job I would like more than I did before.	___	___	___	___
5. I feel better about myself since I've been in the program.	___	___	___	___

	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
6. Project CAST was:	___	___	___

NAME _____ SCHOOL _____ DATE _____

INTERVIEW PROTOCOL FOR PHASE III STUDENTS

GROUP INTERVIEW

Responses will be obtained to questions that get at the following issues:

1. Identification of a job(s) that interested the student.
2. Identification of a job(s) which did not capture their interest.
3. Aspects of jobs they liked. Specific probes will be made to get at aspects such as:
    a. people
    b. nature of work
    c. self-perceptions of maturity, responsibility
    d. knowledge of what the job entailed
4. Student aspirations that stemmed from Phase III experiences.
5. Attitudes toward CAST. Probes regarding the following:
    a. comparison with previous school experience
    b. staff
    c. worthiness/value (e.g., would you recommend CAST to a friend)

PROJECT CAST

SAMPLE OF STUDENT SURVEY

PHASE III

1. During this school year you spent time at different sites learning about jobs. Which of the jobs did you like best and which did you like least?

   Best liked job _____

   Least liked job _____

2. Please answer the following questions about the job you liked best.

   a. Name two job related tasks.

      (1) _____

      (2) _____

   b. What did you like best about the job?

      _____

   c. What did you like least about the job?

      _____

   d. Do you think you could learn to do that job?

      Yes _____ No _____

e. Would you like to spend next year being trained to do that job?

Yes _____ No _____

If your answer is no, name another job you are interested in being trained for.

_____

f. Would you also like to do the job you liked best after you complete high school?

Yes _____ No _____

3. If you could not receive training for the job you liked best, is there another job you would like to be trained to do?

Yes _____ No _____

If your answer is yes, please list the job below.

_____

4. Please answer the following questions about the job you liked least.

a. Name two job related tasks.

(1) _____

(2) _____

b. What did you like least about the job?

_____

c. Was there anything about the job that you did like?

Yes _____ No _____

If you liked something about the job please describe it.

_____

d. Do you think you could learn to do that job?

Yes _____ No _____

NAME _____

SCHOOL _____

DATE _____

BECAUSE OF PROJECT CAST:

	Not at all	A little bit	Pretty much	Very much
1. I like going to school more than I used to.	___	___	___	___
2. I know more about the world of work than I learned before.	___	___	___	___
3. I was able to go to the sites that I wanted.	___	___	___	___
4. I started getting skills I could use to get a job.	___	___	___	___
5. I learned a lot about working with other people.	___	___	___	___
6. I worked closer with my teacher.	___	___	___	___
7. I will have a better chance of getting a job	___	___	___	___
8. I talk with my parents about what kind of job I would like more than I did before.	___	___	___	___

	Not at all	A little bit	Pretty much	Very much
9. I have a better idea about what I want to do when I graduate.	___	___	___	___
10. I feel better about myself.	___	___	___	___
11. The program was worth my time.	___	___	___	___
12. The people at the sites took an interest in helping me do and understand the job.	___	___	___	___

13. Project CAST was:	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
	___	___	___

Name _____

School _____

Date _____